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THE ASSOCIATION OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE
IN INDONESIA

The nd 62 TEFLIN

International
Conference
2015

Denpasar, 14th - 16th September 2015

PROCEEDINGS

*Teaching and Assessing L2 Learners
in the 21st Century*



ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM, UDAYANA UNIVERSITY

BOOK 3

PROCEEDINGS

The 62nd TEFLIN

International Conference 2015 Teaching and Assessing L2 Learners in the 21st Century

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THE ROLE OF CAMPUS CLIMATE, FACULTY AND PEERON ENGLISH MAJOR STUDENTS' SUCCESS

Bayu H. Wicaksono ~ 193

THE IMPROVEMENT OF ENGLISH SPEAKING SKILL IN ELEMENTARY SCHOOL STUDENTS THROUGH THE MONTESSORI METHOD

Herlina ~ 201

FIRST LANGUAGE APPROACH IN EFL LEARNING: HOW DO STUDENTS AND TEACHERS SEE IT?

Magdalena Kartikasari Tandy Rerung ~ 207

APPLYING THE ACTIVITIES OF CASE BUILDING TECHNIQUE FOR THE STUDENTS' WRITING IMPROVEMENT

Nur Fitri, S. & Fatimah Hidayahni Amin ~ 215

IMPLEMENTING TEAM TEACHING IN TEACHING ENGLISH FOR YOUNG LEARNER

Fida Anisah, Fathin Anjani Hilman, & Lestiyani Sunarto ~ 223

IELTS SPEAKING TEST: REVIEW, LIMITATION, STANDARDISATION AND REVISION TO ENSURE VALIDITY AND RELIABILITY

Andy ~ 231

"DELIVERING ENGLISH E-LEARNING: ASTRATEGY FOR IMPLEMENTATION" (A REVIEW OF BEST PRACTICES IN JAPAN)

Ben Porter & Irene Irawaty ~ 239

USING BLENDED ON LEARNING, WEBLOG AND E-LEARNING TO IMPROVE STUDENTS' WRITING ABILITY OF STUDENT FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGE AND SCIENCE WIJAYA KUSUMA UNIVERSITY

Supeno & Lusy Tunik ~ 247

POWER AND LANGUAGE: DISCOURSE ANALYSIS IN THE CLASSROOM

Majid Wajdi ~ 257

DEVELOPING A MODEL OF TEACHING WRITING BASED ON READING APPROACH THROUGH REFLECTION READING STRATEGY FOR EFL STUDENTS OF STKIP YPUP

Eny Syatriana & Rita Roswita Duyo ~ 269

INVESTIGATING THE TEACHER'S TEACHING APPROACHES IN BILINGUAL CLASSROOM

Syarifah Kurniaty K. ~ 277

WASHBACK EFFECT OF NATIONAL EXAMINATION ON EFL TEACHING

Sholeh Setiaji ~ 285

BLENDED CULTURE AS A MODEL OF ENGLISH LANGUAGE TEACHING AT SECONDARY SCHOOL LEVELS

Margana ~ 297

IELTS SPEAKING TEST: REVIEW, LIMITATION, STANDARDISATION AND REVISION TO ENSURE VALIDITY AND RELIABILITY

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Abstract

IELTS is high stakes and gate keeping test for international students to participate at institutions and universities in English speaking countries. Considering its big impact to the future of test-takers (the students) as well as fulfilling the demand of language proficiency to succeed in the study at universities, and to understand better the need of different stakeholders. Therefore, ongoing research for development, revision, and also evolution have been done by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment (jointly are the owners of IELTS) in order to address the problem, limitation and disadvantages, moreover mainly to assure its validity, reliability and consistency in doing the assessment, particularly of IELTS speaking test. This paper illustrates the review, limitation, standardization and revision. In terms of review, Brown and Hudson (2002, p.72) suggest that the disadvantages of performance test are "difficult to create; take considerable time to administer; may result in increased costs; causes logistical problems; creates reliability and validity problems; increase the risk of security breaches". For the limitation, verbal interview has subjective interpretation and also factor of gender of raters and test-takers that influence the scoring procedure. To maintain scoring consistency and steadiness, standardisation of test management is done through training, retraining, certification, monitoring, multiply rated, and video-rating. In 2001, interview format and criteria underwent revision to ascertain IELTS speaking test remains fair and unbiased. This paper tries to enlighten necessary consideration to speaking assessment developers to successfully provide evidence of representativeness of the skills and knowledge required.

Keywords: IELTS speaking test, review, limitation, standardisation, revision, validity, reliability, speaking assessment developers.

1 INTRODUCTION

The need to pursue higher education opens access to national even international tertiary institutions; it is therefore standardized language preparatory system to enter those institutions is needed to ensure the readiness and the success of the teaching and learning process. Institutions in English-speaking countries use test to measure the preparedness of international students (non-native speakers of English), one of English language test that is growing internationally trusted to be able to provide evidence of representativeness of linguistics and language skills required to succeed is the IELTS (International English Language Testing System) test. Considering its high-stakes and gate keeping test for international students both to study and work in English-speaking countries, therefore, the British Council, IDP: IELTS Australia and Cambridge English Language Assessment (jointly are the owners of IELTS) have done ongoing research for development, revision, and also evolution to address the problem, limitation and disadvantages of the IELTS test. Mainly to assure the validity, reliability and consistency of it in doing the assessment. There are four English skills tested in IELTS test: listening, reading, writing and speaking, among those skills, testing speaking skill has many drawbacks considering that it is performance test. As claimed by Brown and Hudson (2002, p.72) that

studying and working in English-speaking countries. As gate keeping test, IELTS opens the access to participate in international connection with possible better earnings and future both for the students as individual and as human resources of Indonesia (support the development of national human resources).

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